DISTANCE LEARNING STUDY (HB 2952)

January 2001

INTRODUCTION

Distance Education Overview

Colleges and universities traditionally have provided instruction in classrooms or laboratories, where teachers and students communicate face-to-face. However, distance education, in which instructors and students are physically separated, has a long history as well. The University of Washington (UW) and Washington State University (WSU) have provided distance education to our state's citizens through their correspondence courses for more than 70 years. The development of electronic technologies of communication and their application to higher education has broadened distance learning opportunities in the second half of the century. In the 1970's, several Washington cities established educational television channels and, in the 1980's, the state's colleges and universities began to make widespread use of videotapes for instruction. Interactive video was first used for instruction in our state in 1985, with the development of WHETS, the Washington Higher Education Telecommunications System, at Washington State University. In the 1990's, the state's colleges and universities began to take advantage of the burgeoning Internet to offer online instruction. This instruction takes place, in part, through Washington's K-20 Educational Network, which provides Washington's educational community with high-speed video and data transmission lines.

HB 2952: Purpose and History

As the state's investment in distance education has grown, the Legislature has increasingly become interested in learning how public postsecondary institutions are using distance education; whether distance learning yields cost savings; and whether distance education meets the needs of our state's students.

In the 2000 Legislative Session, the Legislature adopted EHB 2952, directing the Higher Education Coordinating Board (HECB) to study distance education in Washington, in conjunction with the State Board for Community and Technical Colleges (SBCTC), the Office of Financial Management (OFM) and the state's public higher education institutions.[1]

Following the enactment of the bill, the HECB worked with the various institutions – and sought additional feedback from the Legislature's higher education committees – to design a study that would accomplish two primary objectives: (1) to provide as much information as possible about *current* distance education activities among the public higher education institutions; and (2) to review the policy issues raised in the legislation in a way that would help to inform the

[1] The staff of the HECB would like to thank the following individuals for their assistance in the preparation of this study: Pat Tasanasanta (OFM); Suanne Carlson, David Prince, Beverly Reil (SBCTC), David Szatmary, Sharon Fought, Coralie Watters, Phil Hoffman, Pam Stewart and Roberta Hopkins (UW); Mark Lundgren, David Kaufman (CWU); Jim Roche, Cathy Fulkerson, Muriel Oaks, Janet Kendall, Jane Sherman, Janis Hall, Rob McDaniel, Gary Brown, Colleen Cook, Cliff Moore (WSU); Neville Hosking, Jacqui Hatfied, David Rand, Del Thompson (EWU); Susanne James (WWU); Virginia Darney, Bill Bruner (TESC); Cindy Flynn (COP); Wendy Rader-Konofalski , Eddie Olivera (WFT).

Legislature's *future* decision-making about distance education. The focus of the study that follows is distance education at the state's public colleges and universities, and *not* the other educational institutions that also serve our state's citizens.[2]

DEFINITIONS AND DATA COLLECTION

When people think of distance education, they think of students and instructors who are physically separated – by scores or even thousand of miles – and students who take their courses without ever setting foot on campus, i.e. that every bit of instruction is physically separated. This report does ***not*** employ this definition of distance education. Rather, it employs a broader definition of distance education that is based upon the state's centralized system for collecting data about instruction at public colleges and universities.

In 1999, the Washington State Legislature adopted a budget proviso directing the Office of Financial Management to collaborate with the HECB, the SBCTC, and state's public colleges and baccalaureate institutions in the development of a system for collecting consistent data on students enrolled in distance education courses. After sustained consultation, OFM produced revised enrollment formats for the Public Centralized Higher Education Enrollment Reporting System III (PCHEES, which collects data on enrollments in public baccalaureate institutions) and the Management Information System (MIS, which collects data on enrollments in the public two-year colleges).

For the purposes of enrollment reporting, a distance education course was defined by OFM as: "*an academic course where teachers and students are physically separated* ***for a predominant (51 percent or more) amount*** *of the instructional contact hours" and the instruction is delivered predominantly through* <u>*one*</u> *of five delivery modes: "pre-recorded, correspondence, Internet, interactive television, and broadcast."*

All courses with 51 or 100 percent of their contact hours physically separated are classified as "distance education." All courses with 0 or 50 percent of their contact hours physically separated are classified as "classroom based" instruction.

Under this definition teachers and learners who are physically separated may be hundreds of miles apart – *or the students may learning* ***just yards away*** *in their dormitory room, a campus library or audio-visual center, or a campus computer lab.*

Because the state's new enrollment reporting system would not produce distance education enrollment data until early 2001 – and was not designed to provide information about tuition and fees or other aspects of distance education – the Higher Education Coordinating Board asked the state's public colleges and universities to submit data to them on their use of distance education

[2] Washington's citizens are served also by private, for-profit distance universities (e.g. the University of Phoenix); out-of-state public universities that either have a physical presence within the state (e.g. Old Dominion University) or offer online courses within the state (Western Governors University); and by nonprofit educational institutions (e.g. City University). The enrollments generated by these institutions are, in many cases, quite small. WGU currently has 38 full-time students, and ODU has the equivalent of 63 FTEs.

in the 1999-2000 academic year. In particular, the HECB asked universities and colleges to report on:

- The number of degree and certificate programs that are provided partially or entirely through distance education;
- The number of courses and enrollment (by headcount and FTE)[3] of courses offered through distance education;
- How these courses are financed (state funded or self-supported), and how the instruction is provided (on-line, interactive video, prerecorded, correspondence, or a combination);
- Characteristics of students enrolled in these courses; and
- Tuition and fees charged to students.[4]

All data reported in this study, unless otherwise indicated, are from the HECB survey. All data describe instructional activity at the state's public two- and four-year institutions, and do not reflect the activities of private postsecondary educational institutions.

DISTANCE EDUCATION: THE STATEWIDE PICTURE IN 1999-2000

Degree Programs Available

In 1999-2000, students could earn 22 different undergraduate and graduate degrees from the state's public baccalaureate institutions entirely through distance education. The state's community and technical college (CTC) system offered academic transfer, business transfer, general studies, and three other degrees entirely on line. These degree programs represent a small share – about 1 percent – of all degree programs offered by our state's public colleges and universities.[5]

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[3]An FTE is a "full time equivalent" student. It is calculated by taking the total credit hours and dividing by the normal full-time credit hour load. In Washington, the normal load is 15 credit hours for undergraduates and 10 credit hours for a graduate student. An undergraduate student taking 10 credits, for example, is 10/15 (2/3) of an FTE.

[4]To ensure that the data were consistent across schools and compatible with data produced under the new enrollment reporting format, the HECB asked all institutions to submit data using the OFM ("predominant") definition. Not all of the state's public universities were able to do this. Before mid-2000, the state's colleges and universities did not organize their course record-keeping systems around the criterion of "51% or more of contact hours marked by physical separation." UW and WSU employed a more restrictive definition of distance education courses than this, assigning the designation of distance education only to those courses in which all (or nearly all) contact hours are marked by physical separation. The state's comprehensive universities and CTC system were able to report on all courses in which instructors and students were physically separated for more than 50% of contact hours, but their information systems do not permit them to isolate a subset of courses in which all instruction is physically separated. Hence, this report is based upon two definitions of distance education, in which a *majority of instructional contact* (SBCTC and comprehensives) or *all instructional contact* (UW, WSU) is physically separated. Because WSU and UW have reported a narrower set of courses as "distance education courses," their data will slightly underreport the actual amount of distance education (e.g. the number of courses and enrollments) taking place at their institutions and, to a lesser degree, in public higher education and in the state's public baccalaureate institutions.

[5] In 1999-2000, 3,113 two-year, baccalaureate, and graduate degree programs at the state's public colleges and universities were approved for VA reimbursement. 28/3,113 is approximately one percent. Many degree programs can be completed in part through distance education. Because degree programs typically do not establish rules about the use of distance education courses, it is not possible to establish a meaningful count of these programs.

Courses Available[6]

Washington's public higher education institutions reported that they offered 2,873 distance education courses in 1999-2000. Some 2,677 were courses offered for credit, and another 196 were noncredit courses. Of the 2,677 credit-bearing courses, 62 percent (1,654) were offered at the state's community and technical colleges, while the remaining 38 percent (1,023) were offered at the state's public baccalaureate institutions.

Distance Education Enrollments System-Wide

In 1999-2000, 7,621 full-time equivalent students were enrolled in distance education courses at the state's public universities and colleges. This is equivalent to a mid-sized comprehensive university or moderately large community college. State-funded distance education enrollments in 1999-2000 comprised 2.7 percent of all state-funded FTEs (5,674/207,910); distance education enrollments of all types (state funded and self-sustaining) comprised an estimated 3.3 percent of all enrollments at the state's public universities and colleges.[7]

Distance Education Enrollments by Sector and Institution

In 1999-2000, about 70 percent of distance education enrollments (measured in FTEs) were in the state's community and technical colleges, while the remaining 30 percent were at the state's public baccalaureate institutions.[8]

Within the baccalaureate sector, Washington State University and the University of Washington together account for 80 percent of enrollments (by FTE) in distance education courses. In 1999-2000, WSU students comprised 45 percent of baccalaureate distance education enrollments, and UW students another 35 percent. Together Eastern Washington University, Central Washington University, and Western Washington University comprised the remaining 20 percent of enrollments, while The Evergreen State College reported none.

How is Distance Education Provided?

By what technologies were students enrolled in distance education at Washington's public colleges and universities served? In 1999-2000, about one half of all distance education was conducted online, while prerecorded video accounted for just over one-quarter of all distance education enrollments (measured by FTEs). Interactive video and correspondence courses each comprised 10 and 7 percent of enrollments, respectively. The remaining 7 percent of enrollments were in distance education courses that relied upon two or more of these technologies.

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[6] A course was defined as uniquely numbered listing in the institution's course catalogue.

[7] According to the Office of Financial Management compiled HEER reports, NSFE's comprised an average of 18% of CTC enrollments and 4% of public baccalaureate enrollments in 1994-1997. Carrying these percentages forward to 1999-2000 yields an estimate of 147,655 CTC enrollments from all funding sources for 1999-2000, and 86,089 baccalaureate enrollments from all funding sources.

[8] This includes enrollment in both credit and noncredit courses.

How is Distance Education Funded?

The state's public colleges and universities reported that three-quarters of all distance education enrollments were state-funded, while the remaining one-quarter were self-supported.[9] The University of Washington comprised an especially large share of self-supported enrollments: nearly four in ten students who registered for a self-supporting distance education course in 1999-2000 did so through the UW.

Who Are Distance Education Students?

Traditional Students

A small proportion of all full-time students attending classes on campus opted to enroll in distance education courses in 1999-2000. At the state's public baccalaureate institutions between 1 percent (EWU) and 9 percent (WSU) of full-time students were enrolled in one or more distance education courses. In community and technical colleges, an equally small proportion of full-time students, 6.6 percent, chose to enroll in one or more distance education courses in 1999-2000.

Learning at a Distance

Thousands of students now pursue their studies at the state's colleges and universities solely through distance education without attending on-campus courses. In the fall quarter of 1999-2000, 10.7 percent of all students enrolled in distance education courses at community and technical colleges took all of their courses through distance education. In the same year, 3,716 students undertook course work *exclusively through on-line* courses. These students were especially likely to be in the workforce (71 percent) and enrolled part-time (79 percent).

Faculty Participation in Distance Education

In 1999-2000, 8.5 percent of faculty in the community and technical college system participated in teaching a distance education course. Between 3 percent (UW) and 12 percent (WSU) of faculty at public baccalaureate institutions offered distance education courses in 1999-2000. The faculty members who offer courses through distance learning technologies are overwhelmingly full-time faculty. The proportion of faculty teaching in distance education courses is roughly comparable to the share of students (by headcount) who choose to enroll in distance courses.

Growth in Distance Education

Distance education enrollments are growing more swiftly than are other types of enrollments. In the community and technical college system, distance education enrollments grew from 3,000 (headcount) to 26,000 between 1988-1989 and 1998-1999. The fastest growing share of distance education is online education. In the community and technical college system, online enrollments grew from 426 FTEs in 1997-1998 to 2,281 FTEs in 1999-2000. Online enrollments at the University of Washington grew from 0 in 1997-1998, to 703 FTEs in 1999-2000.

[9] In general, courses at the baccalaureate institutions that qualify as state funded are ones that count as credit toward a degree and which charge tuition rates as prescribed by state statute. For two-year institutions, courses leading to certificates (but which may not be degree applicable) can also count as state funded. Additional specific criteria, such as those pertaining to tuition waivers, state employee and faculty enrollments, and summer instruction, also help determine which enrollments are categorized as state funded.

The state's two- and four-year public institutions expect that most enrollment growth in distance education will occur in online courses rather than older distance education technologies. In 1999-2000, online courses accounted for about one-half of distance education enrollments (in FTEs); the online proportion of distance education enrollments is likely to rise sharply in the decade ahead.

DISTANCE EDUCATION AT THE SECTOR AND INSTITUTIONAL LEVEL

Perhaps the most important feature of distance education at the state's public universities and colleges is its diversity. If one looks at individual institutions, there is great diversity – in how much distance education different institutions undertake, in how they choose to fund distance education, and in the technologies upon which they rely. Distance education has developed in different ways at different campuses depending upon their market niche, the mission, and their existing human and technical resources.

State higher education policy has been broadly permissive towards distance education; it has not forced higher education institutions to embrace one set of practices for financing or one particular technology for providing distance education. Therefore, institutional practices vary widely. At the University of Washington, for example, 74 percent of distance education enrollments are self-supported, while at Washington State University, 97 percent of distance education enrollments are state-supported.

Although distance education varies from one institution to another, two clear patterns can be ascertained. First, the state's public two- and four-year institutions have undertaken distance education in significantly different ways. Second, within the four-year sector, the comprehensive and research universities have responded differently to the challenges and opportunities of distance education.

One simple way of examining how extensively academic institutions participate in distance education is to examine the ratio of distance education enrollments (FTEs) to their total state-funded FTEs. While state-funded enrollments do not capture the full educational mission of any individual institution, they capture much of it and this provides us with a common denominator for measuring the relative importance of distance education to each sector and institution. The statewide distance enrollments reported for 1999-2000 are approximately 2.7 percent of the total state-funded enrollments for that year.

The Two-Year Sector

In the state's community and technical college system, the 4,295 state funded distance education FTEs comprised about 4.3 percent of all 125,132 state-funded enrollments in 1999-2000. In short, the CTCs' use of distance education is significantly more extensive than of the public higher education sector overall.

The most distinctive feature of the CTC system's participation in distance education is its relatively high level of coordination in developing distance education initiatives and providing distance education instruction. The single most extensive partnership with public postsecondary

education occurs within the community and technical college system. In 1999-2000, 28 percent of all CTC online enrollments were pooled and managed by the Washington Online (WAOL) consortium (this represents 11.5 percent of the total number of distance education enrollments in the two-year colleges). The consortium brings faculty together from several colleges to develop online courses for the system. This collaboration makes possible an important efficiency: only one online course in a subject (e.g., Introduction to Sociology) needs to be developed for all colleges to adopt and use. CTC students register from their home institutions for a WAOL course, and the home institutions, in turn, reimburse the institution whose instructor is teaching the course.[10] About 70 percent of online enrollments, however, continue to be provided through individual institutions: students take online courses from their home institution, and each institution offers its own version of the online course.

To achieve further efficiencies in the CTC system, the State Board for Community and Technical Colleges has received federal "Learn Anywhere Anytime Program" (LAAP) funds to support the development of a one-stop online service center. This service center will provide students with centralized access to all of the two-year colleges' online curriculum, and 24-hour student services. The CTC system plans to expand this service center to include one-stop enrollment and payment services for students, making it possible for students to simultaneously register in many colleges' classes. The proposed site will link colleges' administrative systems, making it possible to calculate tuition and to inform financial aid officers of multi-college enrollments. Finally, the system will provide students with the ability to run degree audits, comparing their completed course work with their colleges' degree requirements and providing a report of unmet course requirements for the program of their choice.

The Baccalaureate Sector

The amount of distance education instruction taking place at the state's public baccalaureate institutions varies widely. At the four comprehensive universities, distance education enrollments represent from 0 to 2 percent of their state-funded enrollments. The Evergreen State College reported no distance education enrollments in the HECB survey, while CWU, EWU, and WWU reported ratios of 1.7 percent, 1.2 percent, and 2 percent, respectively. Distance education enrollments comprised 2.3 percent of all state-funded enrollments at the University of Washington, and 5.2 percent at Washington State University.

Enrollments are financed very differently at baccalaureate institutions. At two, the University of Washington and Western Washington University, distance education is chiefly self-supporting: distance courses are financed by charges to students, rather than by state appropriations.[11] At Central Washington University and Washington State University, nearly all distance education courses are state-funded. Eastern Washington University's enrollments are evenly divided between the two funding sources.

There is less collaboration among the state's public baccalaureate institutions in the development of distance education than there is within the two-year sector. Two examples of collaboration stand out: (1) the Cooperative Library Project links the libraries of the six public baccalaureate

[10] Washington On Line Progress Report, May 1999.

[11] At the UW 74 percent of distance education enrollments (in FTEs) are self-funded, and at WWU 88 percent of distance education enrollments are self-funded.

institutions through a web-accessible central network; and, (2) discussion by Central, Eastern, Western, and Washington State Universities of the possibility of creating a collaborative statewide degree in business. Like the SBCTC, the WSU and UW have created portals and online student services. However, neither has served as the basis for a common resource shared by all public baccalaureate institutions, as Washington Online is among the state's Community and Technical Colleges.

There is no statewide policy compelling collaboration in the development of distance education. There is no four-year organization that embodies the governing role of the State Board for Community and Technical Colleges. The K-20 network is a shared system for moving information, rather than a system for academic governance that can promote collaboration.

Baccalaureate institutions differ far more widely than do two-year colleges in market niche and mission. Public baccalaureate institutions do find it advantageous to establish collaborative agreements with other institutions around the nation that have similar missions and market niches. The University of Washington, for example, is a partner in R1edu, a distance learning portal web page where research institutions jointly market distance education programs. As its name, an abbreviation for "Carnegie Category I Research Institutions," suggests, the key to this collaborative relationship is comparable mission and market.[12] Because the six four-year institutions have different missions and markets, it is unlikely that all of them will voluntarily join together in the development of shared courses, degrees and student services. Less comprehensive partnerships among similar schools and less intrusive forms of collaboration, such as common online course transfer system, appear far more likely to elicit their participation.

COSTS AND BUDGET ISSUES RELATED TO DISTANCE EDUCATION

Operational Cost Factors: What Are the Costs Associated with Providing Distance Education?

The state of Washington finances instruction at its public colleges and universities based upon the number of full-time equivalent (FTE) students enrolled in an institution. To ensure that instruction is funded at an appropriate level, the state has created a methodology for estimating the cost of instruction per FTE. The Higher Education Coordinating Board, using this methodology, estimates the cost of instruction by institution and by level of instruction (undergraduate v. graduate). Washington does not fund higher education by method of instruction, such as online instruction versus traditional classroom instruction. As a result, the state does not have a statewide methodology for estimating the costs of instruction based upon the method of instruction.

In the absence of a standard methodology for estimating the cost of instruction, each institution has its own methodology for establishing the cost of distance education instruction. Isolating the costs associated with distance education is extremely difficult. While some parts of the cost of instruction, such as the instructor's time, may be relatively simple to estimate, many other parts

[12] The University of Washington describes R1edu as a "distance learning collaboration between [sic] the top North American Universities." R1edu features "partnerships in many areas including a Web page developed and maintained by the UW and used to market the best distance learning programs globally." HECB Survey Response, p. 3.

of the cost of instruction, especially costs such as administrative overhead or student support, are not. The state's methodology for estimating the cost of instruction does not attempt to separate the cost of instruction into these individual elements.

The only solution to the costing problem has been organizational: if distance education is segregated into an entirely freestanding operation – with its own instructors, staff, support services, and so on – then it is possible to isolate the costs of distance instruction. This is the case at the University of Washington, where virtually all of distance education enrollments (79 percent by headcount) are in "self-support" courses and are financed from students' fees outside of regular state tuition.

Faced with the challenge of costing distance instruction, institutions are participating in efforts to develop common methodologies, a prominent example of which is the Western Interstate Commission for Higher Education's Technology Costing Methodology Project.[13] As yet, there is no agreement among higher education finance officers about a costing methodology for distance education, and it will be some time before agreement emerges.

While HB 2952 instructed the HECB to examine the *costs* associated with providing distance education, it is essential to note that distance education also generates *revenues*. A new economy of distance education is emerging in higher education. Universities with extensive human and technical resources and national reputations are aiming to become producers or "content providers" in this new economy. They are beginning to create and sell courses for distribution through corporate partners, foreign universities, or direct licensing agreements with American colleges and universities. Some of these universities have established new business structures to sustain these operations, including for-profit operations.[14] Smaller schools with more modest resources are likely to be consumers rather than producers in this new economy, licensing courses for redistribution, and coupling them with their local instructors and student services.

Here in Washington, for example, the University of Washington aims to become a content provider for business and higher education – locally, nationally, and internationally. It has established marketing channels for its courses that include foreign universities and higher education Internet portals (e.g. CyberU.com). It has joined with Pearson/Prentice Hall to market its courses to business corporations. And, locally, the University is negotiating licensing agreements with community colleges, such as Shoreline Community College, authorizing them to offer University of Washington courses online – and to sublicense them to other community colleges.

[13] For an example of the project's progress, see the report "Technology Costing Methodology Project," Washington State University, August 10, 2000.
[14] NYU, Columbia, and the University of Maryland are examples of universities that have established for-profit structures.

Tuition and Fees

The price paid by students for a distance education course varies because it is determined both by state and institutional policies.

- If an institution chooses to provide distance instruction through *state support*, then the institution may not charge a separate tuition fee for the course – providing that the course is taken for credit, and the credits count towards a regular program of study. Most community and technical college instruction is state-supported instruction, for which students pay the same tuition as on-campus students. This is also the approach used by three public baccalaureate institutions – CWU, EWU and WSU.
- If a course is not part of a regular program of study, but instead a continuing education or extension course, then institutions may choose to charge an additional fee.
- If a course is a "*self-supported*" course, not financed by state appropriations for instructional support, then the institution may set its own price per credit. This approach is used for a large majority of the distance education provided by the UW and WWU. Whether courses are offered on a state-supported or self-supported basis, institutions are permitted to charge an additional student technology fee; these typically range between $10 and $60 per course. Some institutions also charge other miscellaneous fees; at the University of Washington, for example, students pay an additional $20 registration fee for distance education courses.

In light of these policies, if a full-time resident undergraduate student chooses to enroll for one distance education course, she will pay no additional charge beyond regular tuition at Washington State University. Were she enrolled at the University of Washington, she would pay $109 per credit in addition to her regular tuition.[15]

Facility Use and Capital Budget Implications of Distance Education

Many policy makers believe that distance education will permit more enrollment capacity from the existing stock of scheduled instructional space. The logic is clear: If half of the 50,000 or so additional students who enroll in public higher education in the coming decade take their courses online, might we need to build classroom space sufficient to instruct only 25,000 students? Four important features of instruction and facilities complicate this picture:

- *Distance education has two effects on enrollment: substitution and participation.* It is sometimes assumed that distance education enrollments will substitute on a one-to-one basis for classroom enrollments. However, not every distance education enrollment results in one less classroom seat required. Distance education permits many students to study *who wouldn't otherwise be in school:* it increases the participation rate among place-bound and nontraditional students. A substantial (and, probably, growing) share of the students enrolling in distance education courses, most especially courses with no in-person contact, consists of these people. These enrollments are not saving scheduled instructional space by getting traditional students out of classrooms; rather, they are increasing access to nontraditional students.

[15] Except for degrees in computer science or social work.

- *Most campus space is not instructional space.* A central fact of campus facility planning is that only approximately 20 percent of campus facility space is scheduled instructional and instructional support space, e.g. classroom and laboratory space.[16] The vast majority of campus space is allocated to faculty and administrative offices, student support services, residence halls, and other uses.

- *A significant share of distance education takes place in scheduled instructional spaces.* Online instruction and prerecorded video do not typically require classrooms, (or other scheduled instructional sites). However, other forms of distance education, such as interactive video, do require scheduled instructional spaces. Many communities and homes do not have internet access at a speed (or "bandwidth") that permits, for example, video streaming. Students participating in these courses will need to rely on special sites linked to high speed Internet access (through, for example, the K-20 system).

- *In those instances where distance education requires scheduled instructional space, that space may be more costly than traditional classroom space.* Estimates from distance education specialists suggest that the capital needs of distance education courses are higher than traditional classroom instruction – depending upon the size of the classroom and the technology of the facility.

Simply put, distance education has two contradictory effects: it *reduces* the amount of instructional space per student, but it *increases* the cost of instructional space per student. Whether distance education reduces the capital costs associated with instruction depends upon the relative magnitude of these two effects.

Finally, while state policy makers see distance education as a substitute for bricks and mortar, colleges and universities do not. Rather, from an institutional perspective, distance education is an add-on or a complement to bricks and mortar, not a substitute. Why do campus planners view the matter differently? Capital funding relies upon bond financing, and operates upon the assumption that facilities – such as buildings – will last for 25 years or longer. The technologies upon which most distance education relies have a life span that is far shorter, often about five years. Given this mismatch between short-lived distance technologies and long capital funding cycles, institutions are required to look elsewhere to replace obsolete (and typically unusable) technologies. They must absorb the costs of replacement by using grants, donations or institutional operating budgets, or by passing the cost through to students in the form of technology or other fees.

[16] Source: "E-Learning and Space Needs," HECB staff analysis, July 2000.

THE IMPACT OF DISTANCE EDUCATION ON STUDENTS AND FACULTY

Students

This report relies upon the OFM's broad definition of distance education. The definition encompasses all courses in which "teachers and students are physically separated for a *predominant* amount of the instructional contact hours," some of whom will be separated by only hundreds of feet, as students learn at campus libraries, audio-visual centers, or campus computer labs.

Using this broad definition of distance education, we can see that distance education serves a varied group of learners.

- In the **CTC system**, students enrolled in distance education courses typically attend classes on campus: about 11 percent of students study exclusively at a distance, while the remainder take courses on campus. Many on-campus students (67 percent) are full-time students, and most are traditional college-age students (the median age is 25). For these students, distance education offers added convenience and course selection.

  The roughly 3,700 students who were ***exclusively online learners*** in 1999-2000 were, in contrast, older (30 years is the median age), chiefly part-time (79 percent), and in the workforce (71 percent). Here, distance education is providing these part-time, nontraditional students with access to higher education that they would not otherwise have.[17]

- In the **public baccalaureate sector** the characteristics of students show two broad patterns, revealing both the increased convenience and increased access that distance education provides.

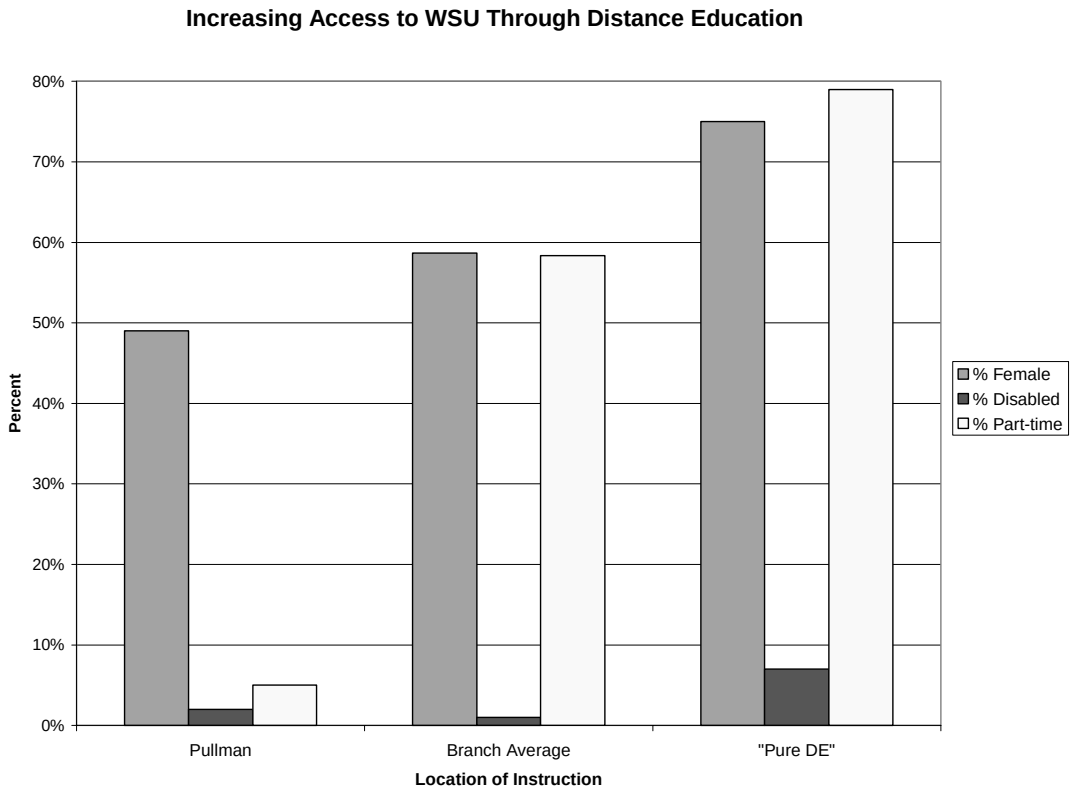
  At **Eastern Washington University** about fifty percent of distance education students are enrolled solely in distance education courses, and all of these students are part-time learners.

  At **Central Washington University** most students (81 percent) are enrolled on campus sites, either at Ellensburg or at a CWU Center, and most are a traditional college-age students. For these students, like CTC students, distance education provides additional convenience and course selection.

  Enrollment data reveal that **Washington State University** served about 4,200 students through distance education in 1999-2000, and that these students yielded just under 1,000 FTEs. On average, Washington State's distance education students are taking about a one-quarter time load of coursework.

  At WSU, about 30 percent of distance education students are seeking their undergraduate degrees *entirely at a distance*. These "purely distance education" students are far older than the typical WSU undergraduate – their median age is 36 – and 75 percent are women. About 80 percent of these students are enrolled on a part-time basis and are in the workforce.

[17] An excellent discussion of distance education students in the CTC system is available in "Distance Learning: The New Wave of Students," SBCTC Research Report 99-3, July 1999, (revised September 1999).



The needs of students who enroll in distance education courses from off-campus locations are different from those of students who learn in a classroom setting. Students who are not present on campus may not have ready access to student support services, such as advising, registration, and financial aid. Distance education poses a special challenge to the existing network of support services that underpins classroom instruction. In particular, distance education often calls for the creation of instructional support services that are remotely available on a 24-hour, seven-day basis.

Recognizing this need, the State Board for Community and Technical Colleges has requested a $6.5 million dollar appropriation in the 2001-2003 Biennium, to provide funding for an online service center.[18] The proposal calls for "a one-stop online bookstore, virtual "lockers" where students can store portals to their online classes and services, and a help desk available 24 hours a day, 7 days a week."[19] Governor Locke has adopted this proposal in his proposed 2001-2003 budget.

No system-wide proposal has been developed for the state's public baccalaureate sector.

[18] In addition, the Higher Education Coordinating Board has recommended that this be funded.
[19] SBCTC, "Community and Technical Colleges' Online Campus." September 7, 2000.

Financial Aid

The opportunity to participate in higher education, whether through traditional, on-campus enrollment or via distance education alternatives, is available only to those who can afford to pay for it – with their own resources, or with the help of student financial aid. However, in their present form, federal and state financial aid programs are not readily adaptable to students enrolled in non-traditional educational programs.

In the 1960s and 1970s, when most federal and state financial aid programs were created, higher education was based almost exclusively on a traditional college model. Students attended classes on a college campus; they enrolled for a nine-month academic year; and they incurred standard expenses for living on campus or at home, purchasing books and supplies at the college bookstore, and transportation expenses for visits home or for commuting costs. Education programs were offered in quarters or semesters over a scheduled academic year; credit hours and grade-point averages measured progress. Existing federal and state financial aid programs are based on this traditional model.

Over time, efforts to ensure integrity and to stem fraud and abuse in financial aid programs have resulted in increasingly prescriptive laws, regulations, and administrative requirements. In their present form, many of the laws and regulations governing student financial aid do not lend themselves to the emerging nontraditional educational delivery systems. Unless a program or a student's enrollment pattern can be configured to fit the traditional model, it is difficult to award state or federal student financial aid.

While some programs (such as Washington State University's extended degree programs) utilize a traditional academic year calendar and meet other financial aid criteria, and thereby qualify for federal and state student financial aid, such is not the case with most nontraditional programs. Systemic change in the determination of institutional and student eligibility and modification of administrative processes will be needed to provide financial aid to students enrolled through distance education alternatives that are not configured to fit the traditional model. For example, changes will be needed to better accommodate concurrent enrollment at more than one institution, flexible start and stop dates, ways of measuring academic progress, and different costs of attendance.

The federal government provides nearly three-fourths of the financial aid available to Washington students. Student eligibility and many of the administrative requirements for state-funded financial aid programs are designed to complement and be coordinated with federal programs in order to maximize resources and ensure equity in the distribution of funds among eligible students. State programs require that institutions be approved to participate in federal financial aid programs as a prerequisite to state eligibility. Therefore, standards established for federal financial aid programs are of direct relevance to the state's programs, as well.

How – and the extent to which – federal financial aid programs should be modified to respond to the emergence of new higher education alternatives is currently under consideration. Congress has authorized the U.S. Department of Education to conduct a demonstration project in which selected institutions/consortia may modify specific regulations to award financial aid to students enrolled in distance learning programs. (Washington State University and the Washington

Community and Technical College Online Consortium are among the participants in the federal demonstration project.) Based on the outcomes of these projects, Congress will consider possible changes to institutional and student financial aid eligibility criteria when the federal Higher Education Act is next reauthorized.

The Higher Education Coordinating Board is involved with the federal distance education demonstration project. In addition, the Board, in consultation with institutions and other interested parties, will consider whether the policies and procedures for existing state financial aid programs should be modified, or whether different aid programs might be needed to provide assistance to students enrolled in educational programs offered through technology.

Faculty

The number of faculty members directly teaching in distance education courses during the 1999-2000 Academic Year, ranged from about 3 to 12 percent of the entire faculty at each institution. In the Community and Technical College System, 8.5 percent of faculty offered a distance education course.[20] This percentage varied from 3.1 percent at the University of Washington to a high of 12 percent at Washington State University. Faculty members teaching distance education courses were no more likely to be part-time faculty than were those teaching in traditional classroom courses. In the CTC system, 27 percent of distance education faculty were part-time, while this percentage averaged about 10 percent at the public baccalaureate universities.

Faculty members have a wide range of opinions regarding distance education. The best picture of their thinking to date is provided by a national survey of 532 NEA university faculty members on the impact of distance education, undertaken in February and March 2000.[21]

Faculty members see two primary advantages to distance education: they believe that distance education will reach many students who could not otherwise take college courses, and they believe that distance learning will allow smaller institutions to offer a richer curriculum. These positive assessments are shared both by faculty members who have taught distance education, and by those who have not.

Yet, faculty members also perceive two disadvantages to distance education. Interestingly, most do not anticipate that distance education will diminish the *quality* of instruction. Rather, they are concerned about the impact of distance education on their workload and their ownership of intellectual property rights in their course materials. Two-thirds of faculty members surveyed in the NEA study believe that it is "extremely or very likely that in a distance learning course, faculty will be responsible for more students, that there will be more work for the same amount of pay, and that faculty will not be fairly compensated for their intellectual property."[22]

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[20] This percentage is based upon annual DE teaching faculty (583) divided by all teaching faculty (FTEF, all fund sources) (6,854), which equals 8.5%.
[21] "A Survey of Traditional and Distance Learning Higher Education Members," Commissioned by the National Education Association, June 2000.
[22] Ibid, p. 39.

Faculty in the state of Washington, surveyed by the Washington Federation of Teachers, expressed similar hopes and concerns about distance education.[23] In addition, they have voiced concerns about the cost borne by faculty who teach using their own equipment at home, and the training needs of distance education teachers.[24]

FUTURE CONCERNS

The assimilation of distance education into Washington's public colleges and universities is proceeding at a strong, if uneven, pace. The key features of public distance education in Washington are *flexibility* and *diversity*. The Legislature has chosen to support the *flexible* adoption of distance education – promoting its development while refraining from standardizing costing methodologies and pricing, or from prescribing a particular mix or amount of distance education on each campus. Therefore, the hallmark of distance education has been *diversity*: it has developed in different ways at different campuses depending upon their market niche, the mission, and their existing human and technical resources.

Have students been well served by the state's existing policy framework for distance education? In one important respect, they have not. Even relatively mature and sophisticated students find it very difficult to negotiate the web environment, and to learn how distance education can meet their needs. For the individual student who is not enrolled at a college or university, learning what courses they need to complete their degree, where they can find distance education courses to fit their academic needs, and how to pay for their schooling is a daunting prospect. Successful distance education requires more than courses and majors offered by individual institutions; it requires an integrated network of supporting services.

Washington has the beginnings of a network for two-year students in Washington Online, and it has separate institutional services for four-year students at the University of Washington and Washington State University. Seen from a statewide perspective, the creation of separate portals and services at each baccalaureate institution presents two problems: it results in a duplication of efforts, and makes students' decisions more complex and difficult, rather than providing a simple pathway through postsecondary education. Washington may wish to review practices elsewhere in the nation, such as in neighboring Oregon, where the Oregon Network for Education (ONE) is being developed.[25]

New enrollment reporting practices provide for the first time a comprehensive picture of distance education at the state's public universities and colleges. Although they are a valuable addition to our higher education information resources, they need improvement, since they describe only whether courses rely upon distance education for 51 percent or more of their contact, or not.

[23] WFT Memo to HECB, August 2000.
[24] Letter from Wendy Rader-Konofalski (Washington Federal of Teachers) to Higher Education Coordinating Board, December 11, 2000.
[25] For additional information, see its website, http://oregonone.org/

Seen from the perspective of students, courses with 51 and 100 percent of separated instructional contact are *very* different: the first requires considerable time in the classroom, and the second does not. The second sort of course often enrolls nontraditional students who would otherwise be unable to pursue their studies; the first sort of course will often serve the student who is already on campus. Seen from the vantage point of policymakers, there is an *important* difference between courses in which no contact and 50 percent of instructional contact is physically separated: the latter course may free up scheduled instructional spaces for many hours each semester; the former does not.

For these reasons, the Higher Education Coordinating Board recommends continuing improvements to our state's enrollment reporting system that provide us with a more discriminating picture of distance education at the state's public baccalaureate universities and colleges.

Appendix A
HECB Final Data Request

1999-2000 Academic Year Data on Distance Education

Distance Education Defined:

For the purposes of *this report only*, the HECB will use two different definitions of distance education. The first of these is the PCHEES III/MIS definition; the second is a more restrictive definition.

Distance Education. Definition 1: A course where teachers and students are physically separated for a **predominant (51% or more)** amount of instructional contact hours and the instruction is delivered predominately through one of five delivery modes: correspondence, prerecorded, telecast, interactive (non-internet), internet.

Distance Education. Definition 2: A course where teachers and students are physically separated for **all or nearly all (90% or more)** instructional contact hours and the instruction is delivered predominately through one of five delivery modes: correspondence, prerecorded, telecast, interactive (non-internet), internet.

DATA SUBMISSION

Definitions. Please indicate either at the outset of your report (or, in each table) whether your institution is using DE1 or DE2 in its reporting. Based upon our discussions, we anticipate that the comprehensive universities and the CTC system will be using DE1, while the research universities will be using DE2.

Special Request. If your institution reports 1999-2000 data using DE2, would you please provide us with course and enrollment (unduplicated headcount and AAFTE) data from fall 2000 using both DE1 and DE2 criteria. This will permit us to calculate a ratio of "predominant" to "nearly all" instruction, and we will use this to estimate missing DE1 data for the 1999-2000 academic year.

Academic Year 1999-2000. You may include summer 2000 enrollments in your reporting, but *these must be reported separately from both state-funded enrollments and all other non-state funded enrollments* if you choose to report them.

Degree Program Data

a. How many degree or approved certificate programs do you offer where **more than half but less than all** of the degree or certificate is offered via distance education?

b. How many degree or approved certificate programs do you offer where the **entire** degree or certificate is offered via distance education?

Enrollment Data

In the following tables:

1. A course is defined as a uniquely numbered listing in the institution's course catalog.

2. If the same person takes three DE courses during the year, they are three duplicated head counts (or, "seat counts").

Table 1: Enrollment by funding/credit status

Course Category	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE
1. For credit, state-supported				
2. For credit, self-sustaining				
3. Non credit, state-supported				
4. Non credit, self-sustaining				
TOTAL			[redacted]	

Table 2: Enrollment by delivery mode

Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE
On-line				
Interactive video				
Pre-recorded				
Correspondence				
Multi-modal				
Total			[redacted]	

Aggregate Enrollment Data

1. What is the **overall unduplicated headcount** for distance education courses? (Note: if the same person takes three DE courses during the year, they are one unduplicated headcount.)

2. What percent of students enrolled full-time and attending classes on your campus(es) (by unduplicated headcount) also take one or more distance education courses?

3. What percent of distance education students (unduplicated headcount) are enrolled exclusively in distance education (and not enrolled on-campus)?

    a. Of these students (enrolled exclusively in DE courses), what proportion are full-time and what proportion are part-time?

Characteristics of Distance Education Students

For student characteristics reported in the table below, please indicate the following:

1. The data below are based upon what universe of distance education modalities – e.g. online only, correspondence only, or all modalities?

2. The data below represent what percentage of all distance education enrollments? (e.g. by unduplicated headcount)

Table 3: Characteristics of Distance Education Students

Student Characteristic	**Response**
% female	
% students of color	
% disabled	
% enrolled full-time (on campus and DE combined)	
% undergraduate	
% who work	
Median age	
% also enrolled in on-campus courses	

Appendix B
Data Reported to HECB

- **Table One: Enrollment by Funding/Credit Status, 1999-2000**

- **Table Two: Enrollment by Delivery Mode, 1999-2000**

Table One: Enrollment by Funding/Credit Status, 1999-2000

Western Washington University					
Course Category	**Number of Courses Offered**	**Duplicated Headcount ("seat count")**	**Unduplicated Headcount**	**Average Annual FTE**	**Percent of AAFTE**
1. For credit, state-supported	14	197	83	25	12%
2. For credit, self-sustaining	123	576	368	192	88%
3. Non credit, state-supported	0	0	0	0	0%
4. Non credit, self-sustaining	1	3	3	0	0%
TOTAL	138	776		217	100%
Eastern Washington University					
Course Category	**Number of Courses Offered**	**Duplicated Headcount ("seat count")**	**Unduplicated Headcount**	**Average Annual FTE**	**Percent of AAFTE**
1. For credit, state-supported	15	723	499	53.3	57%
2. For credit, self-sustaining	108	425	274	40.24	43%
3. Non credit, state-supported					
4. Non credit, self-sustaining					
TOTAL	123	1148		93.54	100%
Central Washington University					
Course Category	**Number of Courses Offered**	**Duplicated Headcount ("seat count")**	**Unduplicated Headcount**	**Average Annual FTE**	**Percent of AAFTE**
1. For credit, state-supported	43	1243	834	127.71	99%
2. For credit, self-sustaining	1	6	6	0.67	1%
3. Non credit, state-supported					
4. Non credit, self-sustaining					
TOTAL	44	1249		128.38	100%
The Evergreen State College					
Course Category	**Number of Courses Offered**	**Duplicated Headcount ("seat count")**	**Unduplicated Headcount**	**Average Annual FTE**	**Percent of AAFTE**
1. For credit, state-supported	0	0	0	0	0
2. For credit, self-sustaining	0	0	0	0	0
3. Non credit, state-supported	0	0	0	0	0
4. Non credit, self-sustaining	0	0	0	0	0
TOTAL	0	0		0	0
Comprehensive Universities, Subtotal					
Course Category	**Number of Courses Offered**	**Duplicated Headcount ("seat count")**	**Unduplicated Headcount**	**Average Annual FTE**	**Percent of AAFTE**
1. For credit, state-supported	72	2163	1416	206.01	47%
2. For credit, self-sustaining	232	1007	648	232.91	53%
3. Non credit, state-supported	0	0	0	0	
4. Non credit, self-sustaining	1	3	3	0	
TOTAL	305	3173		438.92	100%
University of Washington					
Course Category	**Number of Courses Offered**	**Duplicated Headcount ("seat count")**	**Unduplicated Headcount***	**Average Annual FTE**	**Percent of AAFTE**
1. For credit, state-supported	35	2027		201.5	26%
2. For credit, self-sustaining	202	5212		573.4	74%
3. Non credit, state-supported	0	0		0	
4. Non credit, self-sustaining	69	2391		0	
TOTAL	306	9630		774.92	100%

Washington State University					
Course Category	**Number of Courses Offered**	**Duplicated Headcount ("seat count")**	**Unduplicated Headcount**	**Average Annual FTE**	**Percent of AAFTE**
1. For credit, state-supported	407	9662	3978	972.4	97%
2. For credit, self-sustaining	75	221	170	25.2	3%
3. Non credit, state-supported	0	0	0	0	
4. Non credit, self-sustaining	4	69	45	0	
TOTAL	486	9952		997.60	100%
All Public Four-Year					
Course Category	**Number of Courses Offered**	**Duplicated Headcount ("seat count")**	**Unduplicated Headcount****	**Average Annual FTE**	**Percent of AAFTE**
1. For credit, state-supported	514	13852	5394	1379.91	62%
2. For credit, self-sustaining	509	6440	818	831.51	38%
3. Non credit, state-supported	0	0	0	0	
4. Non credit, self-sustaining	74	2463	48	0	
TOTAL	1,097	22,755		2,211	100%
Community and Technical Colleges					
Course Category	**Number of Courses Offered**	**Duplicated Headcount ("seat count")**	**Unduplicated Headcount****	**Average Annual FTE**	**Percent of AAFTE**
1. For credit, state-supported	1372	42732	27778	4295	79%
2. For credit, self-sustaining	282	10259	6872	1067	20%
3. Non credit, state-supported	0	0	0	0	
4. Non credit, self-sustaining	122	1441	1057	48	1%
TOTAL	1,776	54,432		5,409	100%
ALL PUBLIC INSTITUTIONS					
Course Category	**Number of Courses Offered**	**Duplicated Headcount ("seat count")**	**Unduplicated Headcount****	**Average Annual FTE**	**Percent of AAFTE**
1. For credit, state-supported	1886	56584	33172	5674.91	74%
2. For credit, self-sustaining	791	16699	7690	1898.51	25%
3. Non credit, state-supported	0	0	0	0	0%
4. Non credit, self-sustaining	196	3904	1105	48	1%
TOTAL	2873	77187		7621.42	100%

*the UW did not report unduplicated headcount
**total enrollments by unduplicated headcount do not include the UW

Source of data: HECB Data Request.

Table Two: Enrollment by Delivery Mode, 1999-2000

WWU					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	46	332	332	75	34%
Interactive video	9	102	22	9	4%
Pre-recorded	7	94	94	9	4%
Correspondence	71	1210	968	109	50%
Multi-modal	5	75	25	16	7%
Total	138	1733		218	100%
EWU					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	5	330	208	19.82	21%
Interactive video	10	393	306	33.64	36%
Pre-recorded	6	54	27	2.42	3%
Correspondence	102	371	247	37.71	40%
Multi-modal	0	0	0	0	
Total	123	1148		93.59	100%
CWU					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	5	136	131	10.47	8%
Interactive video	38	1113	723	117.91	92%
Pre-recorded					
Correspondence					
Multi-modal					
Total	43	1249		128.38	100%
TESC					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	0	0	0	0	0
Interactive video	0	0	0	0	0
Pre-recorded	0	0	0	0	0
Correspondence	0	0	0	0	0
Multi-modal	0	0	0	0	0
Total	0		0	0	0
Subtotal, Comprehensive Universities					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	56	798	671	105.29	24%
Interactive video	57	1608	1051	160.55	36%
Pre-recorded	13	148	121	11.42	3%
Correspondence	173	1581	1215	146.71	33%
Multi-modal	5	75	25	16	4%
Total	304	4130		439.97	100%

UW					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount**	Average Annual FTE	% AAFTE by mode
On-line	200	8061		703.3	91%
Interactive video	12	207		20.37	3%
Pre-recorded	61	512		51.2	7%
Correspondence	44	940		0	0%
Multi-modal	0	0		0	
Total	306	9630		774.87	100%
WSU					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	26	445	354	29.3	3%
Interactive video	218	2842	1743	307.1	31%
Pre-recorded	60	3272	1432	318.6	32%
Correspondence					
Multi-modal	128	3393	1998	342.6	34%
Total	432	9952		997.6	100%
Public Four Year, Total					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount*	Average Annual FTE	% AAFTE by mode
On-line	282	9304	1025	837.9	38%
Interactive video	287	4657	2794	488.0	22%
Pre-recorded	134	3932	1553	381.2	17%
Correspondence	217	2521	1215	146.7	7%
Multi-modal	133	3468	2023	358.6	16%
Total	1042	23712		2212.4	100%
Community and Technical Colleges					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE	% AAFTE by mode
On-line	842	23535	15487	2281	42%
Interactive video	155	3550	2172	381	7%
Pre-recorded	415	18930	13358	1978	37%
Correspondence	195	5276	3956	462	9%
All other	225	3141	2467	307	6%
Total	1613	54432		5409	100%
All Public Institutions					
Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount*	Average Annual FTE	% AAFTE by mode
On-line	1124	32839	16512	3118.9	49%
Interactive video	442	8207	4966	869.0	10%
Pre-recorded	549	22862	14911	2359.2	27%
Correspondence	412	7797	5171	608.7	7%
Multi-modal	358	6609	4490	665.6	7%
Total	2655	78144		7621.4	100%

**the UW did not report an unduplicated headcount
*unduplicated headcounts do not include UW

Source: HECB Data Request.

APPENDIX C
Washington State University

The Washington State University generated estimated 1999-2000 enrollments for all courses in which 51% or more of contact hours were at a distance. They did it by calculating a ratio of "predominant" to "all" instruction for the fall 2000, and then applying this ratio to the 1999-2000 academic year. Using this estimation technique, WSU's distance education FTEs increased from 997 (using the 100% criterion) to 1406 (using the PCHEES III 51% criterion).

Table 1: ESTIMATED DE1 Enrollment by funding/credit status (DE2 x Fall 2000 Ratio)

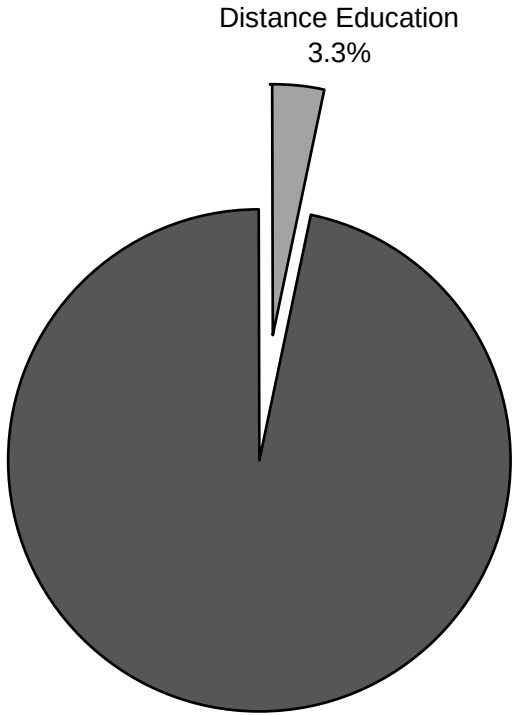
Course Category	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE
1. For credit, state-supported	407 x 1.08 = 440	9662 x 1.40 = 13527	3978 x 1.47 = 5847	972.4 x 1.42 = 1380.8
2. For credit, self-sustaining	75 x 1 = 75	221 x 1 = 221	170 x 1 = 170	25.2 x 1 = 25.2
3. Non credit, state-supported	0	N/A	N/A	N/A
4. Non credit, self-sustaining	4 x 1 = 4	69 x 1 = 69	45 x 1 = 45	N/A
Total	519	13817	[redacted]	1406

Table 2: ESTIMATED DE1 Enrollment by delivery mode (DE2 x Fall 2000 Ratio)

Primary Delivery Mode	Number of Courses Offered	Duplicated Headcount (or, "seat count")	Unduplicated Headcount	Average Annual FTE
On-line*				
Interactive video	218 x 1.13 = 246	2842 x 2.12= 6025	1743 x 1.79= 3120	307.1 x 2.15 = 660.3
Pre-recorded	60 x 1 = 60	3272 x 1.01= 3305	1432 x 1 = 1432	318.6 x 1.01 = 321.8
Correspondence**				
Multi-modal	154 x 1.04 = 160	3393 x 1.21= 4106	1998 x 1.23 = 2458	342.6 x 1.25 = 428.3
Total	466	13436	[redacted]	1410.4

*On-line data is combined with multi-modal data in order to use fall 2000 ratios.
**Correspondence courses are included in the multi-modal category as the majority of them include some form of technology-mediated instruction and/or interaction.

Figure 1
Distance Education As A Proportion of All Instruction, 1999-2000

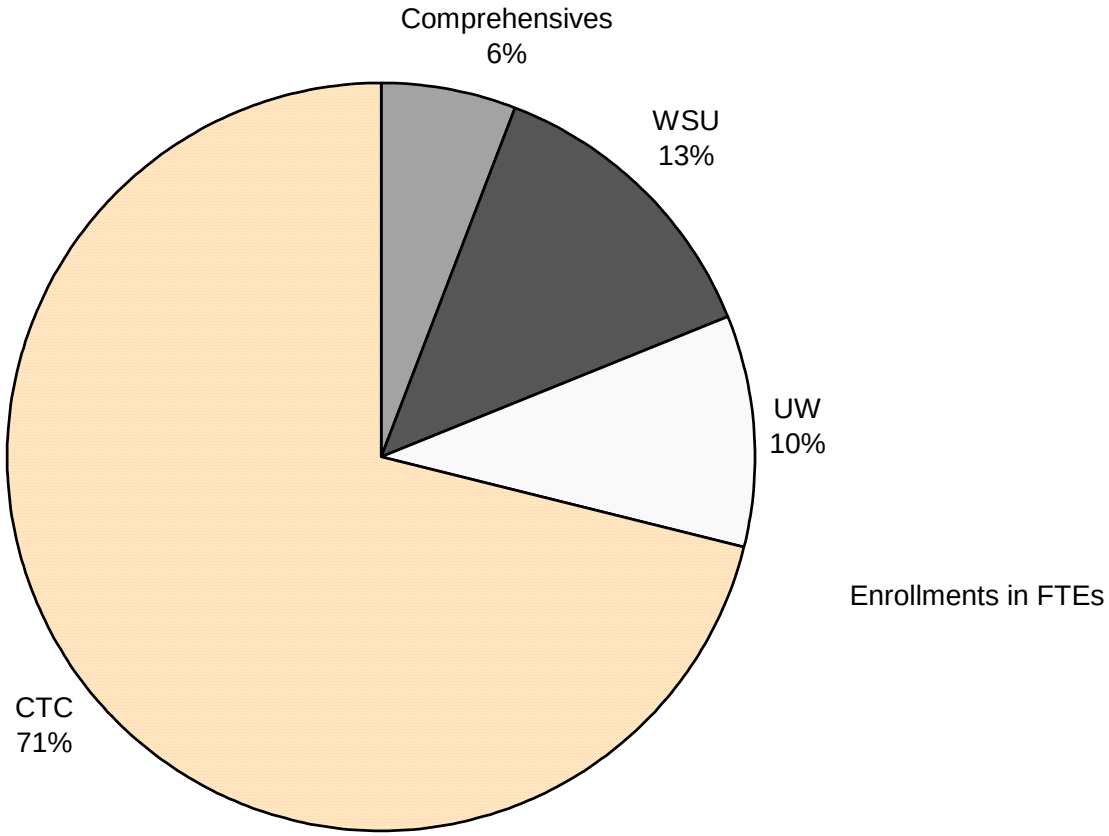


Enrollments in FTEs

Includes state-funded and self-supported courses

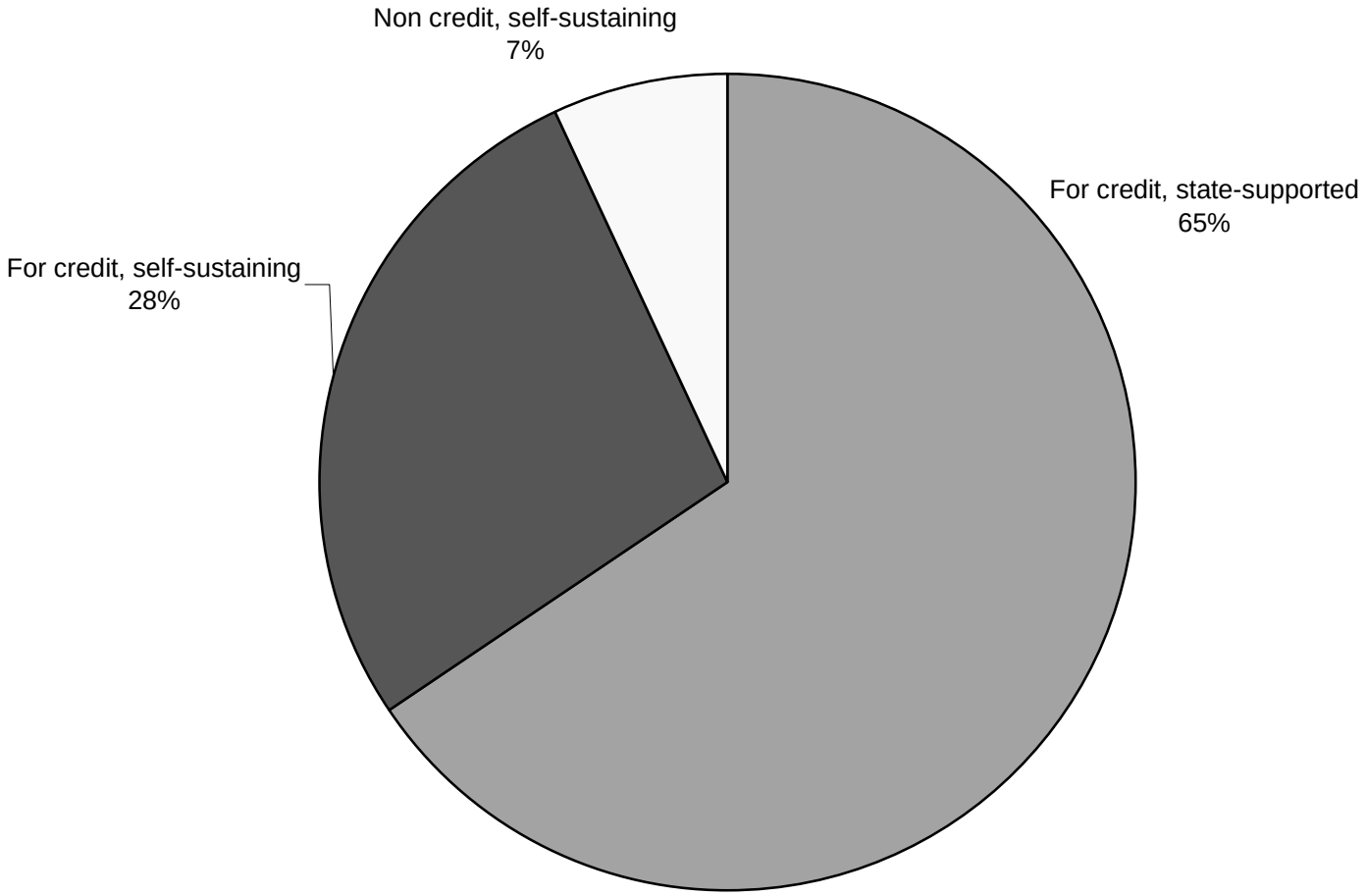
HECB, 1.16.01
T. Weko

Figure 2
Distance Education Enrollments by Institution and Sector, 1999-2000



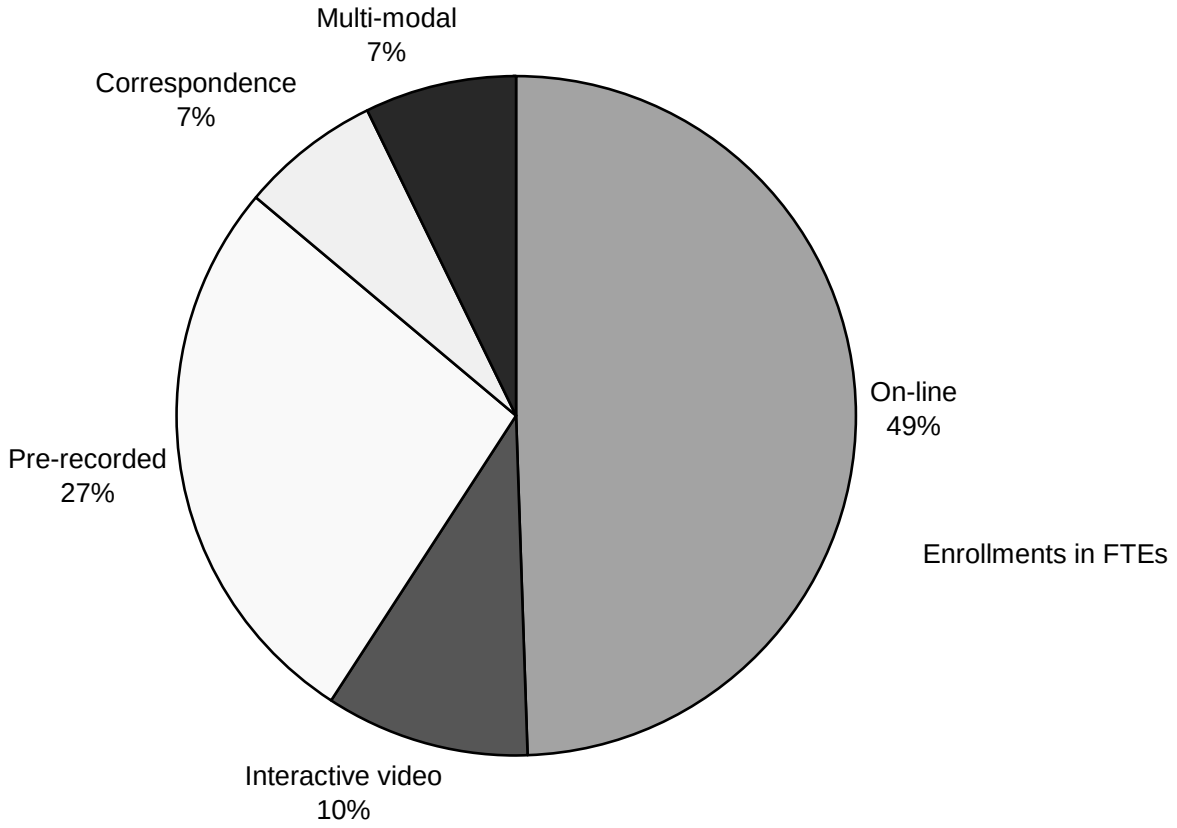
HECB, 1.16.01
T. Weko

Figure 3
Distance Education: Course Funding/Course Credit 1999-2000



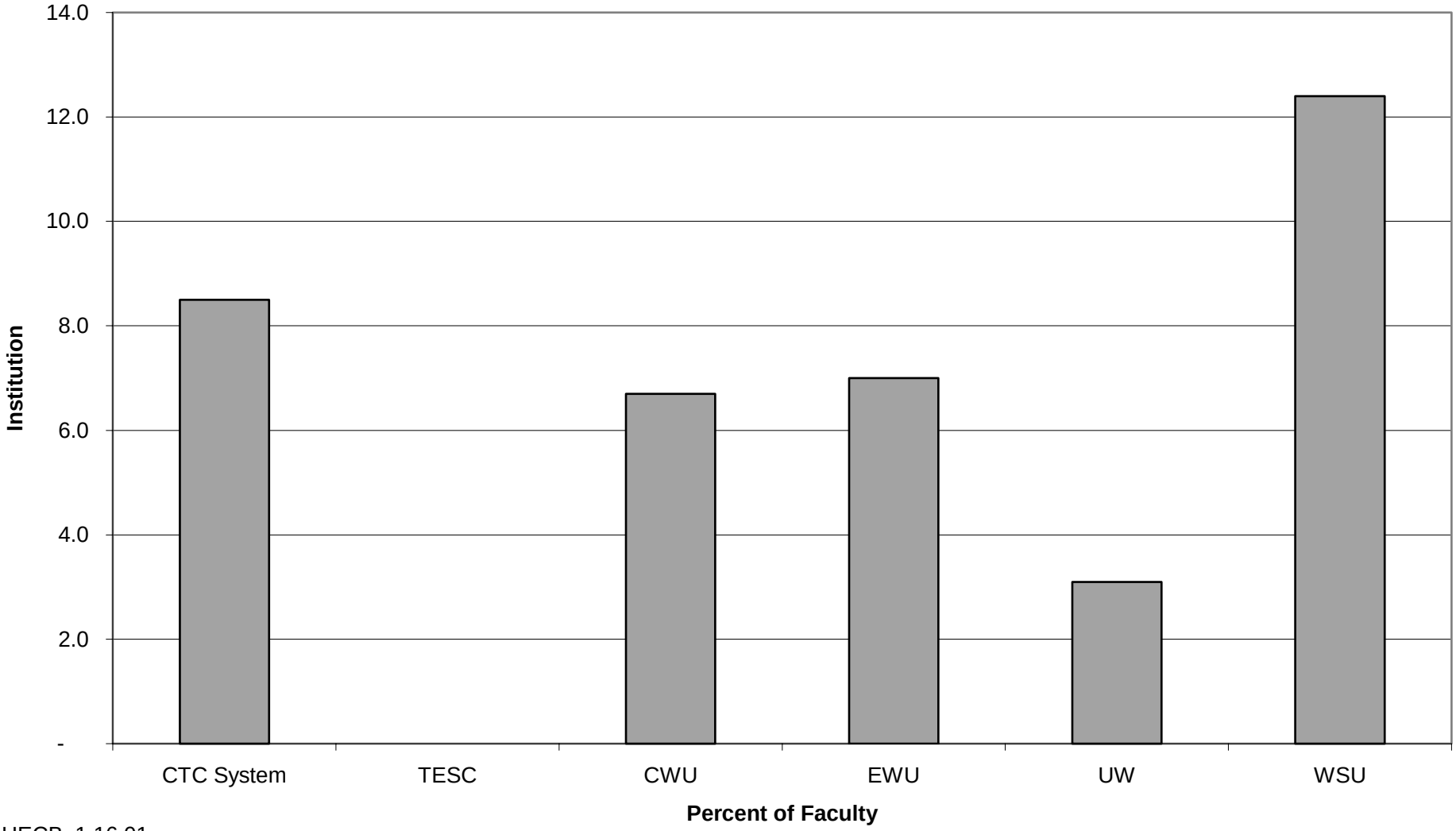
HECB, 1.16.01
T. Weko

Figure 4
Enrollments for Each Mode of DE Delivery, All Public Institutions, 1999-2000



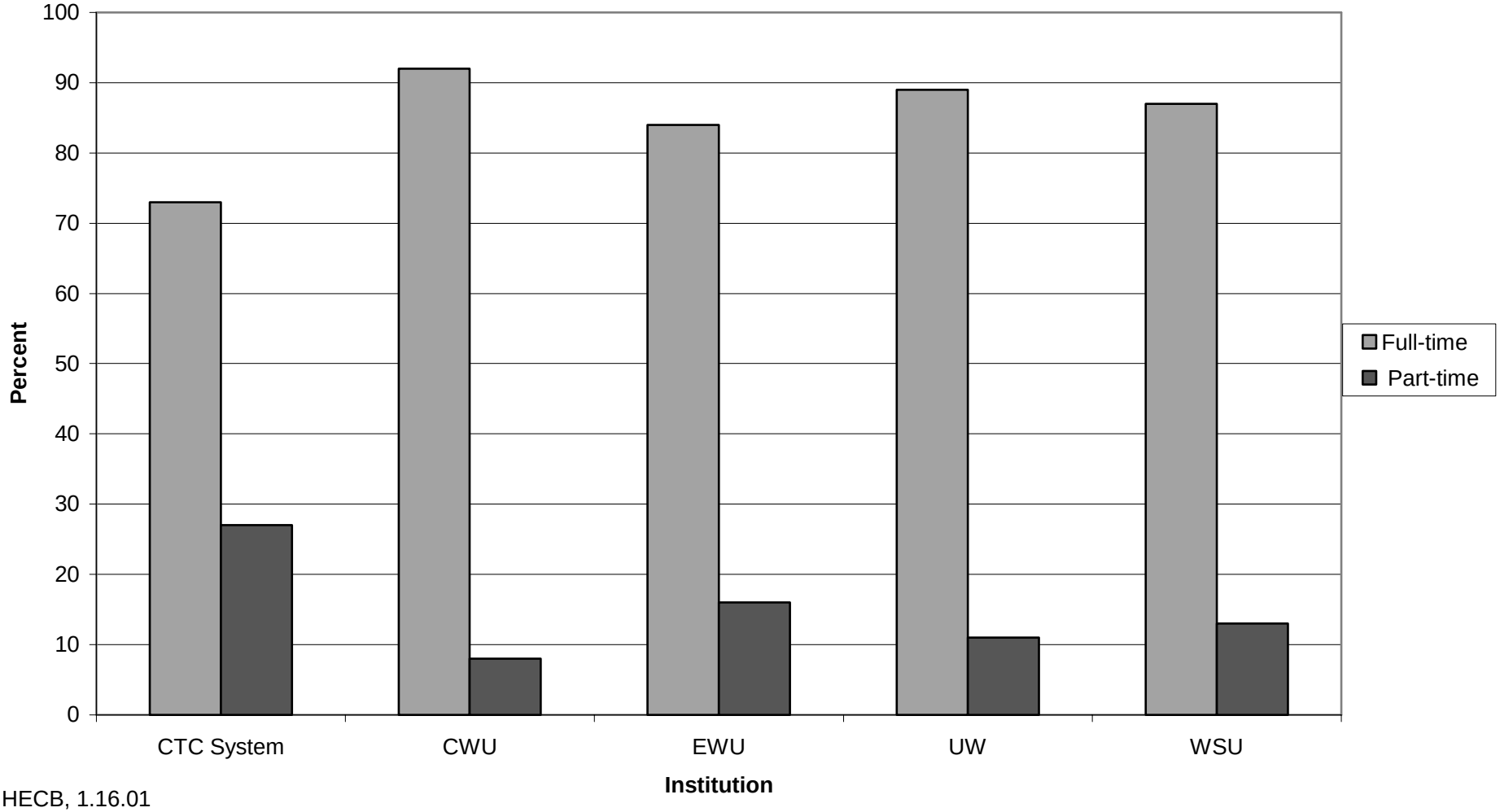
HECB, 1.16.01
T. Weko

Figure 5
Percent of All Faculty Teaching in DE Courses, 1999-2000



HECB, 1.16.01
T. Weko

Figure 6
Full and Part-Time Instructors in Distance Education, 1999-2000



HECB, 1.16.01
T.Weko

RESOLUTION NO. 01-01

WHEREAS, The Legislature directed the Higher Education Coordinating Board (HECB) in EHB 2952 to provide it with information that would permit informed decision-making about distance education in our state; and

WHEREAS, The HECB has worked in conjunction with the State Board for Community and Technical Colleges, the Office of Financial Management, and state public colleges and universities to prepare the distance learning study; and

WHEREAS, HECB staff have collected data to establish the scope and manner of current distance education activities at public higher education institutions as well as the financing of distance education in Washington; and

WHEREAS, The study also examines the impact of distance education on students and faculty; and

WHEREAS, The study considers the implications of distance education on facility use and capital budgeting;

THEREFORE, BE IT RESOLVED, That the Board adopts the distance learning study and directs staff to forward it to the Legislature.

Adopted:

January 24, 2001

Attest:

_____

Bob Craves, Chair

_____

Kristianne Blake, Secretary